



MARSHALL ELEMENTARY

1441 Marshall Street
Orangeburg, S.C. 29118

Grades	PK-5 Elementary School	
Enrollment	802 Students	
Principal	Jacqueline M Jamison	803-534-7865
Superintendent	Cynthia Wilson	803-534-5454
Board Chair	Mr. Julius Page	803-534-5454

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Below Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

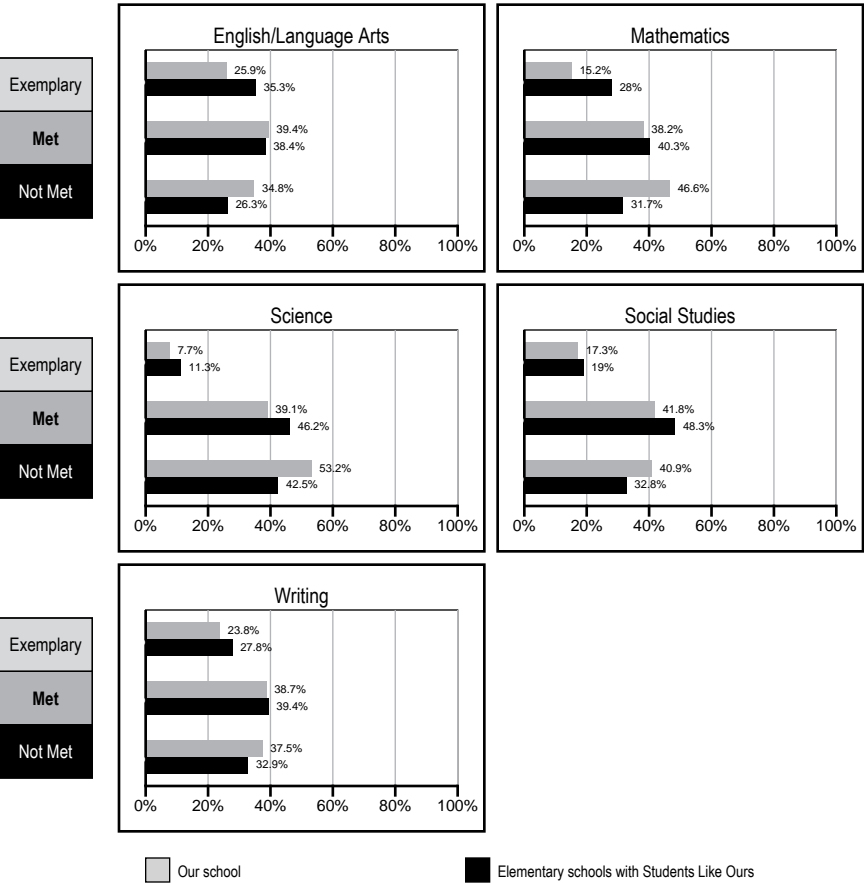
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	13	102	12	1

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=802)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 2.7%	1.6%	1.2%
Attendance rate	95.9%	No Change	95.7%	96.1%
Eligible for gifted and talented	6.0%	Up from 4.8%	9.5%	11.7%
With disabilities other than speech	7.3%	Down from 7.9%	9.1%	8.0%
Older than usual for grade	0.7%	Down from 1.1%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	70.6%	Down from 75.0%	59.5%	60.5%
Continuing contract teachers	84.3%	Up from 75.0%	85.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.2%	0.0%	0.0%
Teachers returning from previous year	87.5%	Up from 86.2%	87.5%	87.0%
Teacher attendance rate	94.5%	Down from 97.0%	94.8%	95.4%
Average teacher salary*	\$47,080	Up 0.5%	\$46,684	\$47,288
Professional development days/teacher	14.0 days	Up from 12.2 days	11.1 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 18.9 to 1	19.3 to 1	19.2 to 1
Prime instructional time	88.9%	Down from 91.6%	89.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,836	Down 2.8%	\$7,574	\$7,548
Percent of expenditures for instruction**	73.6%	Up from 72.5%	67.6%	68.7%
Percent of expenditures for teacher salaries**	70.5%	Up from 67.4%	64.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Marshall Elementary School's mascot is the bumblebee. Its ability to fly defies the theory of aerodynamics and achieves the impossible. Students, parents, faculty, and staff at Marshall continue to exemplify the characteristics of the bumblebee daily. The Bee Attitudes ensure that our school remains a positive learning community for all stakeholders where we can achieve the impossible.

During the 2009-2010 school year, the Bees have really been buzzing at the hive. Our school is ranked 8th in the state and solved over 1 million problems using the Math first program. In addition, a 3rd grade teacher is ranked 1st in the state as an overall team leader. A fifth grade student placed 2nd in the OCSD5 Spelling Bee. Our robotics team won 1st place in the Interview Portion and in the Search and Rescue portion of the District Robotics Competition. Several first grade students placed in Mathfest.

Understanding, compassion, and lending a helping hand to others is always the norm for Marshall. This year our school worked diligently to raise money for the children of Haiti, Pennies for Tots initiative, March-of-Dimes, Relay for Life, and various other programs.

In addition, we continue to celebrate the accomplishments of our students who achieve the honor of Principals List (all A's) with various incentives. Students on Honor Roll and with Perfect Attendance are recognized quarterly. Students demonstrating Bee Attitudes receive incentives such as, "Morning at the Movies."

Marshall Elementary School understands that in order to continue on our flight and achieve all goals, we must be a true learning community for all stakeholders. Teachers and staff continue to participating in training and in services across the curriculum and are constantly analyzing data. Data results are the driving force behind our instruction and for making positive decisions. This year single gender male and female classes were piloted and were a huge success. Two additional single gender classes will be implemented in 2010-2011.

Although we continue taking flight and achieving success, we realize the constant need for growth and improvement. Our data continues to indicate a strong need to focus on mathematics. A plan of action has been created and implemented to address this area of concern.

Dedication, determination, and the desire to make a difference in the lives of children is the driving force that will ensure that, together, as a team, the "Marshall Bees" will continue on their flight and ultimately reach the level of success deemed impossible!

Jacqueline Jamison
Principal

Diane Jackson
School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	119	53
Percent satisfied with learning environment	71.8%	79.5%	82.7%
Percent satisfied with social and physical environment	71.8%	67.5%	71.7%
Percent satisfied with school-home relations	64.9%	90.8%	71.2%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	371	98.9	34.8	38.7	26.5	80.1	76.4	83.5	Yes	Yes
Gender										
Male	201	99.5	37.3	39.9	22.8	77.7	73.2	80.1	N/A	N/A
Female	170	98.2	31.6	37.3	31	82.9	79.9	87	N/A	N/A
Racial/Ethnic Group										
White	25	96	35	30	35	75	82	89.6	I/S	I/S
African American	329	99.1	35.6	39.7	24.8	79.7	75.6	74.6	Yes	Yes
Asian/Pacific Islander	15	100	7.1	35.7	57.1	100	100	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	59	94.9	72.4	19	8.6	43.1	48.9	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	91.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	284	98.9	40.6	39.5	19.9	77.5	74.3	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	371	99.7	46.2	38.5	15.4	65.5	68.4	80.4	Yes	Yes
Gender										
Male	201	100	47.2	36.8	16.1	62.7	66	78.4	N/A	N/A
Female	170	99.4	44.9	40.5	14.6	69	71.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	25	96	45	35	20	70	75.8	87.8	I/S	I/S
African American	329	100	48.3	38.1	13.7	63.8	67.3	69.3	Yes	Yes
Asian/Pacific Islander	15	100	N/A	N/A	N/A	100	100	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	73.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	59	100	84.5	12.1	3.4	24.1	38.2	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	87.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	284	100	52.8	36.5	10.7	60.9	65.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	249	99.6	53	38.6	8.5	47	53.8	67.3
Gender								
Male	135	99.3	50.4	37.2	12.4	49.6	53.8	66.9
Female	114	100	56.1	40.2	3.7	43.9	53.8	67.7
Racial/Ethnic Group								
White	14	100	25	58.3	16.7	75	72.8	79.6
African American	224	99.6	55.6	38.3	6.1	44.4	51.8	49.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	81.3	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	47.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	45	97.8	88.4	7	4.7	11.6	23.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	52.4	58.6
Socio-Economic Status								
Subsidized meals	187	99.5	60.3	34.1	5.6	39.7	50	55.4

Social Studies

All Students	249	99.6	40.8	42	17.2	59.2	58.2	70.9
Gender								
Male	137	100	40.9	38.6	20.5	59.1	56.9	70.1
Female	112	99.1	40.6	46.2	13.2	59.4	59.6	71.7
Racial/Ethnic Group								
White	15	100	41.7	50	8.3	58.3	62.6	79.2
African American	223	99.6	42.3	42.3	15.3	57.7	57.6	58.4
Asian/Pacific Islander	11	100	9.1	27.3	63.6	90.9	94.4	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	40	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	34	97.1	63.6	33.3	3	36.4	35.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	61.5	68
Socio-Economic Status								
Subsidized meals	188	100	49.4	41.7	8.9	50.6	55.1	60.8

Abbreviations for Missing Data

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I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	370	98.4	37.6	38.7	23.7	62.4	61.7	72.1	95.9	95.5
Gender										
Male	202	98.5	40.5	41.1	18.4	59.5	55	65.2	95.7	95.2
Female	168	98.2	34	35.9	30.1	66	68.9	79.2	96.2	95.8
Racial/Ethnic Group										
White	25	96	40	40	20	60	63.6	80.8	93.7	94.1
African American	327	98.5	38.4	39.4	22.3	61.6	61.3	59.7	96	95.6
Asian/Pacific Islander	16	100	14.3	21.4	64.3	85.7	92.6	87	97.5	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	57.7	64.6	95.9	95
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	91.4
Disability Status										
Disabled	58	93.1	84.9	7.5	7.5	15.1	23.8	27.7	95.7	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	87	93.3
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	76	63.7	97.2	95.9
Socio-Economic Status										
Subsidized meals	284	98.9	44.2	40.1	15.6	55.8	58.5	61.9	95.5	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	125	100	24.4	44.5	31.1	75.6
	4	133	100	39.1	41.4	19.5	60.9
	5	113	99.1	40.2	42.1	17.8	59.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	111	99.1	48.5	25.7	25.7	51.5
	4	129	97.7	24	42.4	33.6	76
	5	131	100	34.4	45.6	20	65.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	125	100	50.4	31.1	18.5	49.6
	4	133	100	48.4	36.7	14.8	51.6
	5	113	99.1	52.3	37.4	10.3	47.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	111	100	52.5	32.7	14.9	47.5
	4	129	99.2	36.8	38.4	24.8	63.2
	5	131	100	50.4	43.2	6.4	49.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	63	100	43.1	48.3	8.6	56.9
	4	133	100	48.4	46.1	5.5	51.6
	5	57	100	50.9	43.6	5.5	49.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	55	100	71.4	16.3	12.2	28.6
	4	128	100	43.2	47.2	9.6	56.8
	5	66	98.5	58.1	38.7	3.2	41.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	63	96.8	33.3	41.7	25	66.7
	4	132	100	35.4	46.5	18.1	64.6
	5	55	100	51.9	26.9	21.2	48.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	56	100	59.6	34.6	5.8	40.4
	4	128	100	25.6	46.4	28	74.4
	5	65	98.5	55.7	39.3	4.9	44.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	122	98.4	40.2	37.6	22.2	59.8
	4	131	98.5	35.2	46.9	18	64.8
	5	115	100	42.2	34.9	22.9	57.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	110	98.2	56.1	29.6	14.3	43.9
	4	129	98.5	23.4	40.3	36.3	76.6
	5	131	98.5	37.1	44.4	18.5	62.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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